

# Markscheme

May 2023

















History

On-screen examination

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Shortcut	Annotation	Explanation	Shortcut
	Benefit of the doubt	Alt+5		Irrelevant	
	Clear knowledge shown	Alt+8		On page comment (text box)	Alt+4
	Descriptive			Underline tool (can be expanded)	
	Effective evaluation			Seen	Alt+0
EUOS	Excellent use of sources	Alt+6	*SYN	Synthesis	
	Good analysis			Unclear	Alt+3
	Good example	Alt+7	UA	Unfinished answer	Alt+9
	Good explanation			Vague	
	Incorrect Point	Alt+2			
	Good Response/Good Point	Alt+1			
	Highlight tool				

The following are the command terms used in the exam and markscheme level descriptors, along with their definitions as provided in MYP: From Principles into Practice.

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Explain	Give a detailed account including reasons or causes.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Outline	Give a brief account or summary.
Select	Choose from a list or group.
State	Give a specific name, value or other brief answer without explanation or calculation.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

**Note to all examiners:** The approach used in assessment in the application of assessment criteria is a “best fit” model. The examiner applying an assessment criterion must choose the achievement level that overall best matches the piece of work being marked. It is not necessary for every detailed aspect of an achievement level to be satisfied for that level to be awarded but it must reflect the balance of student achievement against the markband. For example, if student work matches two of the three requirements within a markband but one is seriously lacking, the student should be awarded for the strands that have been met well, but the mark awarded should be at the lower end of the markband to compensate for what is lacking in one strand. If the level of student work spans multiple markbands, compensation depends on the performance in the higher order skills. It is worth noting that the highest level of any given criterion does not represent perfection.

**Note to all examiners:** Examiners should mark positively rewarding what is correct and not take marks away for what is incorrect. Please note that spelling errors should not impact the marks awarded in any part of the examination.

**Question 1**

**Outline** how Source A exemplifies **one** of the following concepts:  
causality, governance, conflict, interdependence

**(2 marks)**

**Note:** *Examiners should award marks based on the outline provided. Students should not be penalized if the selected concept does not match the outline.*

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> how Source A exemplifies their chosen concept.	<p>The following are examples of the type of response that would be awarded <b>(1 marks)</b>.</p> <p>Governance: it talks about the authority of the Spanish king.</p> <p>Interdependence: it talks about the relationship between the king and the colonies.</p> <p>Conflict: The source mentions a conflict between France and Spain</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single characteristic.</i></p>
2	The student <b>outlines</b> how Source A exemplifies their chosen concept.	<p>The following are examples of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Governance: it talks about the authority of the Spanish king <b>and how he governed the colonies.</b></p> <p>Interdependence: it talks about the relationship between the king and the colonies, <b>which was not an equal relationship.</b></p> <p>Conflict: The source talks about how Napoleon invaded Spain <b>and captured the Spanish King.</b></p> <p><i>A (2 mark) response is likely to be a single sentence with a single impact that is elaborated on; the detail provided will be brief.</i></p>

**Question 2**

**Evaluate** the process used by the school to investigate their Independence Day.

**(8 marks)**

**Note: Students do not need to discuss both strengths and limitations of every part of the investigation to access full marks. Marks are awarded based on the quality of the response, not the number of strengths or limitations referred to.**

Strengths		
Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the strength(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>They use primary and secondary of sources.</p> <p><i>Only <b>one</b> strength needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>Even if students provide 3 or more statements, <u>only 1 mark</u> must still be awarded.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single strength.</i></p>
2	The student <b>outlines</b> the strength(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>They use primary and secondary sources, <b>Both from within Argentina as well as from an international point of view.</b></p> <p><i>Only <b>one</b> strength needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of strengths referred to. <u>However, if a student outlines 3 or more strengths, they can be awarded 3 marks.</u></i></p>

		<i>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i>
3	The student <b>explains</b> the strength(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>They use primary and secondary sources <b>Both from within Argentina as well as from an international point of view This allows the students to gain a more objective understanding of the events</b></p> <p><i>Only <b>one</b> strength needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>If a student outlines 3 or more strengths, they can be awarded 3 marks.</i></p>

<b>Limitations</b>		
<i>Note: suggesting alternative methods can be interpreted as addressing limitations.</i>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The second sub-question is off topic.</p> <p><i>Only <b>one</b> limitation needs to be mentioned to warrant (1 mark). The quality of the response is what is rewarded, not the number of limitations referred to.</i></p> <p><i>Even if students provide 3 or more statements, only 1 mark must still be awarded.</i></p> <p><i>A (1 mark) response can be one sentence that refers to a single limitation.</i></p>
2	The student <b>outlines</b> the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The second sub-question is off topic. <b>It compares Argentina with other countries rather than focusing on Argentina only.</b></p>



		<p><i>Only <b>one</b> limitation needs to be mentioned and elaborated on to warrant (2 marks). The quality of the response is what is rewarded, not the number of limitations referred to. However, if a student outlines 3 or more limitations, they can be awarded 3 marks.</i></p> <p><i>A (2 mark) response is likely to be a single sentence with two clauses or two/three short sentences; the detail provided will be brief.</i></p>
3	The student <b>explains</b> the limitation(s) of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The second sub-question is off topic. It compares Argentina with other countries rather than focusing on Argentina only. <b>This could lead the students to spending too much time on the independence process without linking it to present national identity.</b></p> <p><i>Only <b>one</b> limitation needs to be mentioned and elaborated on in additional detail with reasoning to warrant (3 marks). The quality of the response is what is rewarded, not the number of strengths referred to.</i></p> <p><i>If a student outlines 3 or more limitations, they can be awarded 3 marks.</i></p>

<b>Appraisal</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> an overall appraisal of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Overall, the investigation is well-structured but the sub-questions could have been considered more thoroughly.</p> <p><i>For (1 mark), the appraisal statement is likely to be a summary of the strengths and limitations or a brief judgment on the investigative process.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>

2	The student <b>outlines</b> an overall appraisal of the investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Overall, the investigation is well-structured but the sub-questions could have been considered more thoroughly <b>by making better links to the research question</b>.</p> <p><i>The appraisal statement will weigh up both positive and negative points (this may be done implicitly or explicitly) to make an overall judgement on the students' investigative process.</i></p> <p><i>The appraisal can appear anywhere in the response; it does not have to be a concluding statement.</i></p>

**Question 3**

To prepare for the virtual challenge, **explain** how **one** group of people caused their country's independence. You cannot discuss Argentina in this question. **(4 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> how <b>one</b> group of people caused their country's independence	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>The North American colonists protested against the British empire.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a process.</i></p>
2	The student <b>outlines</b> how <b>one</b> group of people caused their country's independence	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The North American colonists protested <b>the British empire, demanding representation in parliament</b></p>

		<p><i>A (2 mark) response is likely to be a single sentence with a single process that is elaborated on; the detail provided will be brief.</i></p>
3	The student <b>describes</b> how <b>one</b> group of people caused their country's independence	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The North American colonists protested <b>against high taxes</b> by the British empire demanding representation in parliament. <b>When the crown refused, they declared their independence in 1776.</b></p> <p><i>One process should be considered in detail without any comprehensive consequences given.</i>  <i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
4	The student <b>explains</b> how <b>one</b> group of people caused their country's independence	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>The North American colonists protested against high taxes by the British empire demanding representation in parliament. When the crown refused, they declared their independence in 1776. <b>Because of the constant refusal to submit to British political and military authority, they gained their independence in 1783.</b></p> <p><i>One process should be considered in detail, along with consequences.</i></p>

**Question 4a**

You must now plan a new investigation on how national identity has been used in history.

Your teacher has provided you with three statements of inquiry. Choose **one** of the following statements of inquiry for your investigation:

- National identity has often been used as a tool of propaganda in history.
- Leaders have used national identity as a tool to increase power.
- National identity has been used in history to bring society together.

**Formulate** a clear and focused research question to investigate your chosen statement of inquiry.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	<p><b>NOTE:</b> If the student simply rephrases the Statement of Inquiry then <b><u>0 marks</u></b> should be awarded.                      For example: "To what extent have leaders used national identity as a tool to increase power?" (the 1 mark example below mentions "Totalitarian" leaders)</p>
1	The student formulates a research question that is <b>either</b> clear <b>or</b> focused <b>and</b> connected to the statement of inquiry.	<p>The following are examples of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>To what extent have totalitarian leaders used national identity successfully to gain power?</p> <p><i>In the example above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to the chosen SOI. However, the question lacks focus as it doesn't specify, for example, a specific leader, or location.</i></p> <p>Did the Indian national identity succeed in causing the independence in 1947?</p> <p><i>In the example above, the RQ is focused (it refers to a specific time and place) and is connected to the chosen SOI. However, the question lacks clarity, since "succeed" is too vague.</i></p>
2	The student formulates a research question that is <b>both</b> clear <b>and</b> focused <b>and</b> connected to the statement of inquiry.	<p>The following are examples of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>To what extent was Hitler's use of nationalism significant in his rise to power?</p> <p>To what extent did Gandhi make use of Indian national identity when protesting against the British?</p> <p><i>In the examples above, the RQ is clear (you can easily understand the intention of the investigation) and is connected to one of the SOIs. The RQs focus on a specific person, place or time so merits 2 marks.</i></p>

**Question 4b**

**Justify** the relevance of your research question to your chosen statement of inquiry.

**(4 marks)**

**Note:** For the sample answers below, the statement of inquiry is: “Leaders have used national identity as a tool to consolidate power” and the RQ being justified is: “To what extent was Hitler’s use of nationalism significant in his rise to power?”

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student <b>states</b> how the research question is relevant to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>It focuses on one leader who has used national identity.</p> <p><i>No detail is required. This is likely to be a single sentence response that makes a simple connection between the Sol and the RQ.</i></p>
2	The student <b>outlines</b> how the research question is relevant to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>It focuses on one leader who has used national identity <b>and the significance it had in helping him obtain power.</b></p> <p><i>Likely to be a single sentence with two clauses or two/three short sentences that provides brief detail on how the RQ is relevant to the Sol.</i></p>
3	The student <b>describes</b> how the research question is relevant to the statement of inquiry.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>It focuses on one leader who has used national identity and the significance it had in helping him obtain power. <b>Authoritarian leaders often use a variety of tools to achieve power. This investigation asks the role that national identity played compared to other tactics.</b></p> <p><i>At least one argument/factor should be considered in detail without providing reasoning why the RQ is relevant to the Sol.</i></p> <p><i>To provide the required level of detail for (3 marks), a short paragraph is likely to be required.</i></p>

		<p><i>More important than the length of the response, is the quality and depth provided.</i></p>
4	<p>The student <b>justifies</b> how the research question is relevant to the statement of inquiry.</p>	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p> <p>It focuses on one leader who has used national identity and the significance it had in helping him obtain power. Authoritarian leaders often use a variety of tools to get to and consolidate their power. This investigation asks the role that national identity played compared to other tactics. <b>By investigating Hitler’s use of nationalism in his rise to power we can find out the uses to which national identity can be put if taken to their extreme.</b></p> <p><i>At least one argument/factor should be considered in detail, along with reasoning why the RQ is relevant to the Sol.</i></p> <p><i>To provide the required level of detail for (4 marks), a short to mid-length paragraph is likely to be required.</i></p> <p><i>More important than the length of the response, is the quality and depth provided.</i></p>

Question 4c

Outline one source that would be useful for your investigation.

(2 marks)

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> one source that would be useful for the investigation.	The following is an example of the type of response that would be awarded <b>(1 marks)</b> . A speech by Hitler. <i>A (1 mark) response is likely to be one sentence that hints at a single impact.</i>
2	The student <b>outlines</b> one source that would be useful for the investigation.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> . A speech by Hitler <b>where he talks about German national identity</b> . <i>A (2 mark) response is likely to be a single sentence with a single impact that is elaborated on; the detail provided will be brief.</i>

**Question 4d**

With reference to the source you outlined in question (c), **explain** why it would be useful for your investigation.

**(4 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> why the source is useful for the investigation.	<p>The following is an example of the type of response that would be awarded <b>(1 marks)</b>.</p> <p>The speech gives us a first-hand account about nationalism.</p> <p><i>A (1 mark) response is likely to be one sentence that hints at a single impact.</i></p>
2	The student <b>outlines</b> why the source is useful for the investigation.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>The speech gives us a first-hand account <b>of how nationalism was used to persuade the population.</b></p> <p><i>A (2 mark) response is likely to be a single sentence with a single impact that is elaborated on; the detail provided will be brief.</i></p>
3	The student <b>describes</b> why the source is useful for the investigation.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>The speech gives us a first-hand account of how nationalism was used to persuade the population. <b>It will allow us to understand the techniques used to rally the people around German nationalism.</b></p> <p><i>One way should be considered in detail without any comprehensive reasons given. An example may be used to support the description.</i></p> <p><i>To provide the required level of detail for (3 marks), a few short sentences are likely to be required.</i></p> <p><i>More important than the length of the response is the quality and depth provided.</i></p>
4	The student <b>explains</b> why the source is useful for the investigation.	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p>



		<p>The speech gives us a first-hand account of how nationalism was used to persuade the population. It will allow us to understand the techniques used to rally the people around German nationalism. <b>This means we will be able to understand what feelings and ideas Hitler chose to represent national identity at the time.</b></p> <p><i>One way should be considered in detail, along with reasons. An example may be given to support the explanation but is not essential to be awarded (4 marks).</i></p>
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**Question 5**

You have been asked to contribute to a similar type of biography that looks at how the daily life of **one** unknown individual was impacted by a change. You will **explain** how the daily life of this individual was changed by **one** significant event in history.

You must:

- choose a significant event or time period that you have studied
- decide on the individual's identity, such as their name, nationality, age and profession.

Your biography must include:

- A title that informs the reader of the significant event and/or time period chosen
- Accurate historical information about daily life at the time
- Details about the changes made to the individual's daily life.

**Criterion A**

**NOTE: If a student uses an actual historical figure the maximum marks they can receive is 3 marks.**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student demonstrates <b>limited</b> knowledge and understanding by <b>outlining</b> how the daily life of an individual was changed by <b>one</b> significant event in history, using <b>limited</b> examples and <b>limited</b> relevant terminology.	<p>The following is an example of the type of response that would be awarded (<b>1 mark</b>). The excerpt is about an Italian soldier after WW1.</p> <p>When World War 1 ended, Luigi was only 22 and was unemployed. He was traumatized by the war.</p> <p>Luigi participated in the March on Rome, and helped Mussolini come to power.</p> <p><i>Responses are likely to be brief, with little detail.</i></p> <p><i>Terminology may be limited in terms of accuracy and/or frequency.</i></p>
2–3	The student demonstrates <b>adequate</b> knowledge and understanding by <b>describing</b> how the daily life of an individual was changed by <b>one</b> significant event in history, using <b>satisfactory</b> examples, and <b>appropriate relevant</b> terminology.	<p>The following is an example of the type of response that would be awarded (<b>3 marks</b>). The excerpt is about an Italian soldier after WW1.</p> <p>When World War 1 ended, Luigi was only 22 and was unemployed. <b>A demobilized soldier like Luigi had no hope of finding a job.</b></p> <p><b>Like hundreds of other ex-servicemen in his city,</b> Luigi was traumatized by the war.</p> <p><b>Luigi was impressed by Mussolini’s “Blackshirts”, who said they would restore Italy’s power.</b></p> <p><b>Mussolini said that violence was good and that they were going to destroy the communists. In 1922,</b> Luigi participated in the March on Rome, and helped Mussolini come to power.</p> <p><i>It should be evident that the student has knowledge of a significant event’s impact on an individual’s life and they should be able to call on relevant example(s) to support their point(s) but these examples might be lacking in detail or not be the most appropriate.</i></p>

		<p><i>There is likely to be little or no reasoning provided in the response i.e. there may be some reasoning provided but the examples/terminology/detail in the response is not sufficient enough to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology used should be accurately used in the correct context.</i></p>
4-5	<p>The student demonstrates <b>substantial</b> knowledge and understanding by <b>explaining</b> how the daily life of an individual was changed by <b>one</b> significant event in history, using <b>accurate</b> examples, and <b>appropriate relevant</b> terminology.</p>	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>. The excerpt is about an Italian soldier after WW1.</p> <p>When World War 1 ended, Luigi was only 22 and was unemployed. <b>Unemployment levels were very high throughout Europe</b> and a demobilized soldier like Luigi had no hope of finding a job.</p> <p>Like hundreds of other ex-servicemen in his city, Luigi was traumatized by the war. <b>They were all angry at the government of Italy that had so poorly managed the war.</b></p> <p>Luigi was impressed by Mussolini's "Blackshirts", who said they would restore Italy's power.</p> <p><b>Luigi was one of the first members of the Fascist party.</b> Mussolini said that violence was good and that they were going to destroy the communists. In 1922, Luigi participated in the March on Rome, and helped Mussolini come to power.</p> <p><i>At this level, students need to demonstrate good understanding of significant event's impact on an individual's life by providing a detailed response to the question. The student should call on appropriate example(s) that support their point(s).</i></p> <p><i>There may be some reasoning provided but if the examples/terminology/detail in the response are not sufficient to warrant a mark in the higher band then a mark in this band should be awarded (see best-fit guidance at the start of the document).</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p>

6	<p>The student demonstrates <b>detailed</b> knowledge and understanding by <b>thoroughly explaining</b> how the daily life of an individual was changed by <b>one</b> significant event in history and <b>appropriate relevant</b> terminology.</p>	<p>The following is an example of the type of response that would be awarded (<b>6 marks</b>). The excerpt is about an Italian soldier after WW1.</p> <p>When World War 1 ended, Luigi was only 22 and was unemployed. <b>Most factories were now closed, with the end of government contracts for the military.</b> Unemployment levels were very high throughout Europe and a demobilized soldier like Luigi had no hope of finding a job.</p> <p>Like hundreds of other ex-servicemen in his city, Luigi was traumatized by the war. They were all angry at the government of Italy that had so poorly managed the war.</p> <p>Luigi was impressed by Mussolini’s “Blackshirts”, who said they would restore Italy’s power <b>and get the land Italy was promised but never received in the Treaty of Versailles.</b></p> <p><b>When in 1921, they formed the National Fascist Party,</b> Luigi was one of the first members. Mussolini said that violence was good and that they were going to destroy the communists. <b>Luigi agreed because after 2 years spent in the trenches, violence was all he knew.</b> In 1922, Luigi participated in the March on Rome, and helped Mussolini come to power.</p> <p><i>The response should be very detailed and provide clear reasoning, making use of example(s). Comprehensive understanding of the significant event should be included.</i></p> <p><i>The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.</i></p> <p><i>Terminology used should be accurately and effectively used in the correct context.</i></p>
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**C1: Format**

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.

1	<p><b>Two</b> of the following features are included:</p> <ul style="list-style-type: none"> <li>• A title that informs the reader of the chosen event or time period</li> <li>• A focus on one “unknown individual”</li> <li>• The text is written in the third person</li> </ul>
2	<p><b>Three</b> of the following features are included:</p> <ul style="list-style-type: none"> <li>• A title that informs the reader on the chosen event or time period</li> <li>• A focus on one “unknown individual”</li> <li>• The text is written in the third person</li> </ul>

**C2: Communicating information and ideas**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The student communicates information and ideas using a style and language that are <b>rarely appropriate</b> to the format of a biography	<p>Language is rarely clear or appropriate to what would be expected in a biography. The text reads more informally e.g. like a diary entry.</p> <p>Language is basic/simple and doesn't engage the audience effectively.</p> <p>Text may be extremely short so that not enough evidence is available to award a higher level.</p>
3–4	The student communicates information and ideas using a style and language that are <b>occasionally appropriate</b> to the format of a biography.	<p>Language is clear and appropriate to what would be expected in a biography.</p> <p>The text reads at times more informally (e.g. like a diary entry or fictional narrative) and at times like a biography. (A biography that is written more like a diary entry or fictional narrative is likely to be awarded 3 marks. If it is written more like a biography, it is likely to be awarded 4 marks. Best-fit should always be applied.)</p>
5–6	The student communicates information and ideas using a style and language that are <b>consistently appropriate</b> to the format of a biography	<p>Language is clear and completely appropriate to what would be expected in a biography.</p> <p>The text reads like a biography throughout, for example by making repeated references to what the individual did (or thought/felt)</p>

**C3: Organizational structure**

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1	The student structures information and ideas in a way that is <b>rarely</b> effective and appropriate to the audience of a biography and purpose of explaining the daily life of an individual.	Ideas <b>rarely</b> build on each other in a logical manner. When appropriate, the student <b>rarely</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
2	The student structures information and ideas in a way that is <b>occasionally</b> effective and appropriate to the audience of a biography and purpose of explaining the daily life of an individual.	Ideas <b>occasionally</b> build on each other in a logical manner. When appropriate, the student <b>sometimes</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
3	The student structures information and ideas in a way that is <b>mainly</b> effective and appropriate to the audience of a biography and the purpose of explaining the daily life of an individual.	Ideas <b>frequently</b> build on each other in a logical manner. When appropriate, the student <b>often</b> uses effective transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.
4	The student structures information and ideas in a way that is <b>consistently</b> effective and appropriate to the audience of a biography and the purpose of explaining the daily life of an individual.	Ideas <b>consistently</b> build on each other in a clear and logical manner. When appropriate, the student <b>always</b> uses <b>effective</b> transitions within sentences and/or between sentences and/or paragraphs to show relationships between ideas.

**Question 6a**

**Identify Source B and Source C** as primary or secondary.

**(2 marks)**

Award (1 mark) for identifying Source B as **Primary**

Award (1 mark) for identifying Source C as **Secondary**

**Question 6b**

**Outline** the justification von Bülow gives in **Source B** for Germany to expand its global influence.

**(2 marks)**

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states one</b> justification Bülow gives for Germany to expand its global influence.	The following is an example of the type of response that would be awarded <b>(1 mark)</b> .  They are only doing what other countries are doing.  <i>For 1 mark, students would provide a statement/fact about the justification.</i>
2	The student <b>outlines one</b> justification Bülow gives for Germany to expand its global influence.	The following is an example of the type of response that would be awarded <b>(2 marks)</b> .  <b><i>Because Germany is powerful, they can</i></b> do what other countries are doing.  <i>For 2 marks, students would elaborate on the justification with some brief detail. A verbatim quote from the source cannot be considered as additional detail.</i>

**Question 6c**

Using **only Sources B** and **Sources C**, **justify** the argument that Germany is most responsible for the outbreak of First World War.

**(4 marks)**

**Note:** Responses should refer to the sources only and not own knowledge.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student offers a <b>limited justification</b> that Germany is responsible for the outbreak of WWI, with implicit reference to the source(s).	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>Germany is most responsible for the war because they had an expansionist policy.</p> <p><i>For 1 mark, students would provide a statement/fact to support their justification.</i></p>
2	The student offers a <b>basic justification</b> that Germany is responsible for the outbreak of WWI by referencing <b>at least one</b> of the sources.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>Germany is most responsible for the war because, <b>as we can see in Source B, the German government was calling for an expansionist policy. This could have been seen as a threat, which caused alliances.</b></p> <p><i>For 2 marks, students would provide a statement/fact to support their justification, with a reference to information found in one source.</i></p>
3	The student offers an <b>appropriate justification</b> that Germany is responsible for the outbreak of WWI by referencing the sources.	<p>The following is an example of the type of response that would be awarded <b>(3 marks)</b>.</p> <p>Germany is most responsible for the war because, as we can see in , the German government was calling for an expansionist policy. This could have been seen as a threat, which created alliances. Furthermoe, we see that <b>when countries feel threatened, they seek out alliances.</b></p> <p><i>For 3 marks, students would provide a clear argument to support their justification, with references to information found in both sources.</i></p>
4	The student offers a <b>detailed justification</b> that Germany is	<p>The following is an example of the type of response that would be awarded <b>(4 marks)</b>.</p>



	<p>responsible for the outbreak of WWI by referencing the sources.</p>	<p>Germany is most responsible for the war because, as we can see in , the German government was calling for an expansionist policy [from source B]. <b>Although their aim was to be equal to other empires</b> this could have been seen as a threat, which created alliances. As seen in, when countries feel threatened, they seek out alliances.  <b>The threat that Germany created was a key cause for the creation of alliances between Germany and Austria and Russia, France and Britain.</b></p> <p><i>For 4 marks, students would provide a <u>detailed</u> argument to support their justification, with references to information found in both sources.</i></p>
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**Question 7**

**Explain** the message communicated by **Source D**.

**(4 marks)**

**Note:** A description of the cartoon is not required and should not be the basis for awarding marks. Students are required to explain the message of the cartoon.

Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1	The student <b>states</b> the message Communicated in source D.	<p>The following is an example of the type of response that would be awarded <b>(1 mark)</b>.</p> <p>There is no unity among the countries.</p> <p><i>For 1 mark, students would provide a statement/fact about the message.</i></p>
2	The student <b>outlines</b> the message Communicated in source D.	<p>The following is an example of the type of response that would be awarded <b>(2 marks)</b>.</p> <p>There is no unity among the countries <b>since they are all playing different games</b>.</p> <p><i>For 2 marks, the response is likely to be short and provide succinct detail about the message.</i></p>

3	The student <b>describes</b> the message CommunicateD in source D.	The following is an example of the type of response that would be awarded <b>(3 marks)</b> .  There is no unity among the countries since they are all playing different games <b>with different rules. This will make it difficult for them to cooperate.</b>  <i>Additional detail is required to award 3 marks.</i>
4	The student <b>explains</b> the message Communicate D in source D.	The following is an example of the type of response that would be awarded <b>(4 marks)</b> .  <b>They might not achieve success because even though the leaders of the UN should be working together,</b> there is no unity among them since they are all playing different games with different rules. This will make it difficult for them to cooperate.  <i>A 4-mark response should be detailed and include reasoning.</i>

**Question 8**

Write a well-structured essay on the following question.

Tensions involving superpowers have always resulted in military conflict. **To what extent** do you agree with this statement?

**(24 marks)**

In your essay you **must**:

- provide **at least two** historical examples to support your arguments
- consider different perspectives.

**Note:** For the purposes of this essay ‘superpowers’ should be considered in a broad sense.

Marks	Descriptor for Criterion A	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	The student demonstrates <b>limited</b> contextual and conceptual understanding in an <b>outline</b> , using <b>limited</b> examples and <b>limited</b> terminology	<ul style="list-style-type: none"> <li>• Responses are likely to be brief, with little detail, i.e. an outline.</li> <li>• There is requirement to include an example but the lack of one does not mean the student cannot be awarded a mark in this band.</li> <li>• Terminology may be limited in terms of accuracy and/or frequency.</li> </ul>
3-4	The student demonstrates <b>adequate</b> contextual and conceptual understanding in a <b>description</b> , using <b>satisfactory</b> examples and <b>appropriate</b> terminology.	<ul style="list-style-type: none"> <li>• It should be evident that the student has knowledge of the particular issue/topic.</li> <li>• They should be able to call on relevant example(s) to support their point(s) but these examples might be lacking in detail or not be the most appropriate.</li> <li>• There is likely to be little or no reasons provided in the response i.e. there may be some reasons provided but the examples/terminology/detail in the response are not sufficient enough</li> <li>• Terminology should be accurately used in the correct context.</li> </ul>
5-6	The student demonstrates <b>substantial</b> contextual and conceptual understanding in an <b>explanation</b> , using <b>accurate</b> examples and <b>appropriate</b> terminology.	<ul style="list-style-type: none"> <li>• At this level, students need to demonstrate a very good understanding of the issue/topic by providing a detailed response to the question. An explanation requires reasons to be included.</li> <li>• The student should call on appropriate examples that support their points.</li> <li>• Terminology should be accurately and effectively used in the correct context most of the time.</li> </ul>

7-8	<p>The student demonstrates <b>detailed</b> contextual and conceptual understanding in a <b>thorough explanation</b>, using <b>accurate and effective</b> examples and <b>appropriate</b> terminology.</p>	<ul style="list-style-type: none"> <li>• <i>The response should be very detailed and provide clear reasons, making use of examples that work to demonstrate a comprehensive understanding of the issue/topic.</i></li> <li>• <i>The student may have demonstrated an excellent understanding, however this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating ability and quite different responses may be awarded the same mark.</i></li> <li>• <i>Terminology should be accurately and effectively used in the correct context all of the time.</i></li> </ul>
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<b>C1: Format</b>	
Marks	Notes
0	The student does not achieve a standard described by any of the descriptors given below.
1	<p><b>Two</b> of the following elements are included: introduction, a main body of argument or a conclusion.</p> <p><b>Note: The elements must appear as separate paragraphs. If this is not the case (0 marks) should be awarded.</b></p>
2	<p><b>Three</b> of the following elements are included: introduction, a main body of argument and a conclusion.</p> <p><b>Note: The elements must appear as separate paragraphs.</b></p>

<b>C2: Style and Language</b>		
Marks	Descriptor	Notes
1	The style and language used is <b>rarely appropriate</b> for the purpose of an Essay	The style of writing is rarely consistent with what would be expected in an essay. Language may be mostly unclear. Text may be extremely short so that not enough evidence is available to award a higher level.

2	The style and language used is <b>mainly appropriate</b> for the purpose of an essay audience	The style of writing is not always consistent. It may appear to be more informal in style than expected in an essay. Language may be less clear in places.
3	The style and language used is <b>consistently appropriate</b> for the purpose of an essay	The style of writing is consistent with what would be expected in an essay. Language is formal and clear.

<b>C3: Organizational structure</b>		
<b>Marks</b>	<b>Descriptor</b>	<b>Notes</b>
1	The organization structure is <b>occasionally effective</b>	Paragraphs/ideas sometimes build on each other in a logical manner. When appropriate, rarely uses effective transitions within sentences or between sentences and/or paragraphs to show relationships between ideas. Text may be extremely short so that not enough evidence is available to award a higher level.
2	The organizational structure is <b>mainly effective</b> .	Paragraphs/ideas build on each other in a mainly logical manner. When appropriate, sometimes uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.
3	The organizational structure is <b>consistently appropriate and effective</b>	Paragraphs/ideas build on each other in consistently clear and logical manner. When appropriate, uses effective transitions within sentences and between sentences and/or paragraphs to show relationships between ideas.

	<p>Criterion D</p> <p><b>Note:</b> <i>examples of perspectives that could be provided include, but are not limited to, whether tensions have or have not always resulted in military conflict, types of conflict, severity of conflicts</i></p>
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Marks	Descriptor	Notes
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student provides <b>one</b> perspective in a <b>basic analysis</b> and <b>summarizes</b> information to a <b>limited extent</b> in response to the question posed	<ul style="list-style-type: none"> <li>• <i>One perspective is included and is only considered superficially, i.e. only general or vague points are made.</i></li> <li>• <i>The response might not reach a conclusion or fully answer the question at this level</i></li> <li>• <i>The response will show little or no evidence of examples being used to help inform the student's argument. The argument may not always be relevant or appropriate.</i></li> </ul>
3-4	The student provides <b>different</b> perspectives in an <b>analysis</b> and <b>summarizes</b> information to make <b>clear</b> arguments in response to the question posed.	<ul style="list-style-type: none"> <li>• <i>Two perspectives must be included with development of these to show an understanding of both and their implications; the two perspectives do not have to be equally considered/balanced.</i></li> <li>• <i>A conclusion indicating tensions involving superpowers have always resulted in conflicts (students may conclude that it is too difficult to say), which is likely to be not fully developed at this level, is expected nevertheless.</i></li> <li>• <i>The response should include evidence of examples being used to inform the student's argument.</i></li> </ul>
5-6	The student provides <b>different</b> perspectives in an <b>analysis</b> and <b>synthesizes</b> information to make <b>clear</b> arguments in response to the question posed.	<ul style="list-style-type: none"> <li>• <i>Two perspectives must be included with substantial development of these to show a good understanding of both and their implications. The perspectives should be balanced.</i></li> <li>• <i>Ideas on tensions involving superpowers are combined to form a clear and coherent conclusion indicating the extent to which they result in conflict is required.</i></li> <li>• <i>The synthesis (combining ideas) could appear in the main body of the essay or in the conclusion.</i></li> <li>• <i>The response should include evidence of examples being used effectively to inform and support an argument.</i></li> </ul>
7-8	The student provides <b>different</b> perspectives in a <b>detailed discussion</b> and <b>synthesizes</b> information to make <b>clear</b> arguments in response to the question posed.	<ul style="list-style-type: none"> <li>• <i>Two perspectives must be included with thorough development of these to show an excellent understanding of both and their implications. The perspectives must be equally considered/balanced.</i></li> <li>• <i>Ideas on tensions involving superpowers are combined to form a clear, coherent and convincing conclusion indicating the extent to which they result in conflict is required.</i></li> <li>• <i>The response should include evidence of examples being used effectively to help inform and support a comprehensive argument.</i></li> <li>• <i>Although the student will have demonstrated critical thinking, this does not mean that the response must be perfect or the best example of a response you have seen; there are multiple ways of demonstrating analytical skills and quite different responses may be awarded the same mark.</i></li> </ul>

